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ABSTRACT

The guide, based upon Vocational Education of Handicapped Students: A Guide for Policy Development by S. Davis and M. Ward, is intended to help local education agency (LEA) administrators and supervisors conduct evaluation and needs assessment of vocational education programs, policies, and procedures related to handicapped students. Each of eight modules includes policy guidelines and space for reviewing LEA program aspects. Modules focus on the following areas: planning and administration, identification of students and their vocational needs, vocational assessment, individualized vocational education programs, program planning, service delivery, facilities and equipment, and personnel. (CL)

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COED PROGRAM
Cooperative Occupational Education Development

PROJECT SAVE
Special and Vocational Education

Local Education Agency Inventory of Programs and Policies for the Vocational Education of Handicapped Students

(Revised Edition)

by

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Local Education Agency

Program Inventory Policies for the

Vocational Education of Handicapped Students

The following Guide is designed to assist LEA administrative and supervisory personnel in the conduct of an evaluation and needs assessment of programs, policies and procedures for meeting the vocational education of handicapped students.

The Guide is organized into eight modules as follows:

Module I: Planning and Administration (2 parts)

Module II: Identification of Students and Their Vocational Needs

Module III: Vocational Assessment

Module IV: Indivicualized Vocational Education Programs

Module V: Program Planning

Module VI: Service Delivery

Module VII: Facilities and Equipment

Module VIII: Personnel

These Modules are based upon, and designed for use with Vocational Education of Handicapped Students: A Guide for Policy Development, by Sharon Davis and Michael Ward. The Guide is published by and available from:

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Access to copies of the Davis and Ward document is essential to the conduct of this self-study process.

It is assumed that a task force of several people will be involved in the conduct of this program inventory and needs assessment and that a period of weeks will be required for the collection and analyses of the requisite information and the synthesis of the implications for program development. Of course, the size and functioning of this task force will vary with the school system, the size and scope of its Vocational Education program, the handicapped individuals involved, and the nature of any contractural relationships with other schools and agencies.

Assuming a program of considerable scope and complexity, it is recommended that a steering committee be established consisting of personnel representing the following:

(a) central administration;
(b) vocational education;
(c) special education; and
(d) pupil personnel.

This steering committee should work through Module I: Planning and Administration, which is an overall survey of the LEA's Vocational Education program for the handicapped. This will assist in determining who should be involved in the rest of the needs assessment process and what their role functioning should be. It will also insure that the steering committee is aware of what is involved in the conduct of such a study, and thus be better able to guide and evaluate the efforts of the other committees.

The steering committee members should also be generally aware of the rest of the Modules and give particular attention to interface points. The steering committee should also identify relevant state regulations and local factors which might influence this analysis.

Obviously, if a program is relatively small and/or self-contained it may not be necessary to establish a complex committee structure in order to conduct the assessment. However, prior experience indicates that this process involves contact among individuals who do not work with one another in the course of their daily functioning. There are also changes in role functioning, "turf" issues, and esoteric frames of reference involved in relating vocational education and special education in light of the imperatives of PL 94-142. Thus, it takes time and effort to develop the teamwork requisite to the development and implementation of the needed policies and programs. Specific attention must generally be given to developing mutual understanding and tensile relationships among the study team members.

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Project SAVE

LEA Program Inventory Policies for the

Vocational Education of Handicapped Students

MODULE I:

Planning and Administration

MODULE I provides for an overview of the development, coordination and management of plans, policies and procedures for career and vocational education programs for the handicapped, gifted and other special needs students.

It includes the following Policy Areas:

100	Objectives for planning vocational education of handicapped students	I A
101	Cooperative planning to meet the needs of handicapped students in vocational education	
102	Development of a plan for serving handicapped students	
103	Specially designed vocational education programs for handicapped students	
104	Management of vocational education programming for handicapped students	
105	Cooperation with vocational rehabilitation	
106	Cooperation with other agencies and organizations	
107	Administrative options to provide vocational education to handicapped students	
108	Contracted services	
109	Local Advisory Council	
110	Program Evaluation	

This Module is keyed to, and designed for wuse with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children.

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LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 1)

Policy Area 100: Objectives for Planning Vocational Education of Handicapped Students

"Each local educational agency (LEA) should adopt objectives for vocational education of handicapped students to guide its planning for programs and services." (Guide, p. 2)

Summary of Policy Development Guidelines:

Vocational Education (VOED) should:

Be a discrete element in comprehensive programming;

Be part of a career education continuum;

Be preceded by appropriate prevocational experiences;

Lead to job specific skills;

Involve assessment of vocational interests and aptitudes leading to the development of an Individual Education Plan (IEP);

Be backed up by supportive (related) services, if needed;

Provide: Work experience guidelines
Vocational counseling
Job placement and follow-up

Sheltered Employment and/or work-adjustment, if needed.

LEA PROGRAM INVENTORY CHECKLIST

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

DOES YOUR SCHOOL SYSTEM HAVE PROVISIONS FOR PLANNED VOCATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE HANDICAPPED AND OTHER SPECIAL NEEDS STUDENTS?

Check (if applicable)	Program(s) in Place				Plan(s) in Place				Plans Needed
	Reg. Ed.	Voc. Ed.	Spec. Ed.	Pupil Pers.	Reg. Ed.	Voc. Ed.	Spec. Ed.	Pupil Pers.	
100.1.0 Job/Career Preparation (Vocational)	___	___	___	___	___	___	___	___	_____
100.2.0 Career Exploration (orientation)	___	___	___	___	___	___	___	___	_____
100.3.0 Career Awareness (K-6)	___	___	___	___	___	___	___	___	_____
100.4.0 Vocational Assessment	___	___	___	___	___	___	___	___	_____
100.4.1 Pre-vocational Screening	___	___	___	___	___	___	___	___	_____
100.4.2 Evaluation for Placement	___	___	___	___	___	___	___	___	_____
100.4.3 Evaluation for IEP Devel.	___	___	___	___	___	___	___	___	_____
100.4.4 Re-evaluate Pupil Progress	___	___	___	___	___	___	___	___	_____
100.5.0 Support (Related) Services	___	___	___	___	___	___	___	___	_____
100.6.0 Work Experience Options	___	___	___	___	___	___	___	___	_____
100.7.1 Work Counseling	___	___	___	___	___	___	___	___	_____
100.7.2 Job Placement Services	___	___	___	___	___	___	___	___	_____
100.7.3 Student Follow-up Services	___	___	___	___	___	___	___	___	_____
100.8.0 Sheltered Employment	___	___	___	___	___	___	___	___	_____
100.8.1 Shelt. Pre-Voc. Training	___	___	___	___	___	___	___	___	_____
100.8.2 Shelt. Voc. Employment	___	___	___	___	___	___	___	___	_____

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s): **100.1.0 Job/Career Preparation (Vocational) (PDG, p. 2)**

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s): **100.2.0 Career Exploration (Orientation) (PDG, p. 2)**

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s): **100.3.0 Career Awareness (K-6) (PDG, p. 2)**

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s):	100.4.0	Vocational Assessment (PDG, p. 2)
	100.4.1	Pre-vocational Screening
	100.4.2	Evaluation for Placement
	100.4.3	Evaluation for IEP Development
	100.4.4	Re-evaluate Pupil Progress

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s): **100.5.0 Support (Related) Services (PDG, p. 2)**

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s): **100.6.0 Work Experience Options (PDG, p. 2)**

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s):
- 100.7.1 Work Counseling (PDG, p. 2)
- 100.7.2 Job Placement Services
- 100.7.3 Student Follow-up Services

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

LEA PROGRAM POLICY INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 100: Objectives for Planning Vocational Education of Handicapped Students

Program Guideline(s):	100.8.0	Sheltered Employment (PDG, p. 2)
	100.8.1	Sheltered Pre-vocational Training
	100.8.2	Sheltered Vocational Employment

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

Completed by _____ Date _____

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LEA INVENTORY

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 1)

Policy Area 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

"The local education agency should implement cooperative efforts between agencies and units within and outside the LEA in order to ensure that appropriate vocational education is available to all handicapped students and to ensure the efficient use of resources." (Guide, p. 3)

LEA PROGRAM INVENTORY CHECKLIST

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

HAVE COOPERATIVE EFFORTS BEEN IMPLEMENTED TO INSURE APPROPRIATE VOCATIONAL EDUCATION BY INSURING REPRESENTATION IN PLANNING?

Y - yes N - no
? - don't know

Mark as appropriate:

		Cooperative Effort(s) in Place		Cooperative Effort(s) Planned		Cooperative Plan(s) Needed	
		Within LEA	Outside LEA	Within LEA	Outside LEA	Within LEA	Outside LEA
101.1.0	Vocational Education	___	___	___	___	___	___
101.1.1	"Mainstream" Voed	___	___	___	___	___	___
101.1.2	"Special Needs" Voed	___	___	___	___	___	___
101.2.0	Special Education	___	___	___	___	___	___
101.3.0	General Education						
101.3.1	Elementary	___	___	___	___	___	___
101.3.2	Secondary	___	___	___	___	___	___
101.3.3	Gen. Home Economics	___	___	___	___	___	___
101.3.4	Industrial Arts	___	___	___	___	___	___
101.3.5	General Business	___	___	___	___	___	___
101.4.0	Support (Related) Serv.	___	___	___	___	___	___
101.5.0	Vocational Rehabilitation	___	___	___	___	___	___
101.6.0	Parents	___	___	___	___	___	___
101.7.0	Prospective Employers	___	___	___	___	___	___
101.8.0	Local Advisory Council	___	___	___	___	___	___
101.9.0	Other Service Agencies	___	___	___	___	___	___

Completed by _____ Date _____

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s):

101.1.0	Vocational Education (PDG p. 2-3)
101.1.1	"Mainstream" Vocational Education
101.1.2	"Special Needs" Vocational Education

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.2.0 Special Education (PDG, P. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.3.0 General Education (PDG p. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program
Guideline(s): 101.3.1 Elementary Education

Program(s)
In Place:

Plan(s)
In Place:

Plan(s)
Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.3.2 Secondary Education

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.3.3 General Home Economics

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program
Guideline(s): 101.3.4 Industrial Arts

Program(s)
In Place:

Plan(s)
In Place:

Plan(s)
Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program
Guideline(s): 101.3.5 General Business Education

Program(s)
In Place:

Plan(s)
In Place:

Plan(s)
Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.4.0 Support (Related) Services (PDG, p. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.5.0 Vocational Rehabilitation (PDG, p. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.6.0 Parents (PDG, p. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.7.0 Prospective Employers (PDG, p. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.8.0 Local Advisory Council (PDG, p. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

LEA PROGRAM INVENTORY

MODULE I: PLANNING AND ADMINISTRATION

POLICY AREA 101: Cooperative Planning to Meet the Needs of Handicapped Students in Vocational Education

Program Guideline(s): 101.9.0 Other Service Agencies (PDG, p. 2-3)

Program(s) In Place:

Plan(s) In Place:

Plan(s) Needed:

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LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

Module I: Planning and Administration (Part 2)

Policy Area 102: Development of a Plan for Serving Handicapped Students

"Each local educational agency (LEA) should have a cooperatively developed written action plan covering:
short and long term goals and objectives,
resources, and
an evaluation plan. (PDF, p. 3)

Planning Procedures

"Planning procedures should focus on serving handicapped students in the least restrictive environment. When analyzing present programming and assessing further needs, LEAs should:

Identify the handicapped population and assess student needs in terms of vocational education.
Analyze present vocational education programs and services in terms of ability to serve handicapped students.
Decide what needs to be done to meet the needs of all handicapped students.
Specify responsibilities of all groups that should be providing vocational education and supportive services for handicapped students.
Seek community resources through the involvement of community agencies.

Plan for Services

Refer to the Service Delivery section of the guide for help in developing a plan. Policy Areas 600 and 601 are concerned with coordination of services and vocational education program alternatives. The remainder of the Service Delivery section examines specific services to be delivered." (PDG, pp. 3-4)

102.1 Are your school system's written action plan(s) for providing vocational education for the handicapped developed with the following personnel?

	Check (if applicable)	Vo Ed	Sp Ed	Pupil	Rehab	Other (Specify)
102.1.1	State Plan:	___	___	___	___	_____
102.1.2	Voed 5-year Plan	___	___	___	___	_____
102.1.3	Voed Labor Market Projection	___	___	___	___	_____
102.1.4	Neighborhood LEA Voed plans	___	___	___	___	_____
102.1.5	Other sources	___	___	___	___	_____
	_____	___	___	___	___	_____
	_____	___	___	___	___	_____
	_____	___	___	___	___	_____
	_____	___	___	___	___	_____
	_____	___	___	___	___	_____
	_____	___	___	___	___	_____
	_____	___	___	___	___	_____

102.1.6 What are the implications of the above?

Completed by _____ Date _____

102.2 What is the status of your school system's efforts to:

102.2.1 Identify the handicapped and other special needs populations?

102.2.2 Assess the career/vocational educational needs of:

102.2.2.1 Handicapped students:

102.2.2.2 Other special needs students:

102.2.2.3 "Mainstream" students:

102.2.2.4 Gifted and talented students:

102.3 Analyze your school system's present Vocational Education program to meet the needs of:

102.3.1 Handicapped students:

102.3.2 Other special needs students:

102.3.3 "Mainstreamed" students:

102.3.4 Gifted and talented students:

102.4 Which source documents (or other resources) are available, which:

102.4.1 Identify your school system's handicapped and other special needs population?

102.4.2 Reflect an assessment of the career and vocational education needs of the students in your system?

102.5.1 Describes analyses of your school system's present vocational education programs and services?

102.5.2 Describes analyses of your school system's vocational education programs in terms of serving the handicapped and other special needs students?

102.6 What is the status of your school system's efforts to develop the following with respect to vocational education for the handicapped:

102.6.1 Long term goals:

102.6.2 Short term goals:

102.6.3 Strategies for accomplishing goals:

102.6.4 Resources to reach goals:

102.6.5 Evaluate progress toward goals:

102.7 What decision processes exist which your school system can employ?

102.7.1 What has to be done to meet the needs of your students?

102.7.2 What has to be done that you already recognize?

102.8 Who, in your school system, has primary responsibility with respect to vocational education for the handicapped in your school system for the following functions?

102.8.1 Long term program planning:

102.8.2 Short term program planning:

102.8.3 Identification of program strategies and options:

102.8.4 Identification of program resources:

102.8.5 Program coordination:

102.8.6 Program evaluation:

102.8.7 General screening and identification of the handicapped:

102.8.8 Pre-vocational and vocational screening of the handicapped:

102.8.9 Vocational assessment of the handicapped:

102.8.10 Placement of the handicapped in an appropriate vocational program:

102.8.11 Development of vocational education/EPS:

102.8.12 Development and implementation of vocational education direct instructional delivery:

102.8.13 Development and implementation of consultative and resource support to direct delivery personnel:

102.8.14 Evaluation of pupil progress:

102.8.15 Contact and feedback to parents:

102.9 Who, if anyone, outside your school system has primary responsibility with respect to vocational education for the handicapped from your school system for the following functions?

102.9.1 Long term program planning:

102.9.2 Short term program planning:

102.9.3 Identification of program strategies and options:

102.9.4 Identification of program resources:

102.9.5 Program coordination:

102.9.6 Program evaluation:

102.9.7 General screening and identification of the handicapped:

102.9.8 Pre-vocational and vocational screening of the handicapped:

102.9.9 Vocational assessment of the handicapped:

102.9.10 Placement of the handicapped in an appropriate vocational program:

102.9.11 Development of vocational education IEP:

102.9.12 Development and implementation of vocational education direct instructional delivery:

102.9.13 Development and implementation of consultative and resource support to direct delivery personnel:

102.9.14 Evaluation of pupil progress:

102.9.15 Contact and feedback to parents:

102.10 Who (agencies or individuals), if anyone, in your community or region can serve as a resource to your school system with respect to the following functions?

102.10.1 Long term program planning:

102.10.2 Short term program planning:

102.10.3 Identification of program strategies and options:

102.10.4 Identification of program resources:

102.10.5 Program coordination:

102.10.6 Program evaluation:

102.10.7 General screening and identification of the handicapped:

102.10.8 Pre-vocational and vocational screening of the handicapped:

102.10.9 Vocational assessment of the handicapped:

102.10.10 Placement of the handicapped in an appropriate vocational program:

102.10.11 Development of vocational education IEP:

102.10.12 Development and implementation of vocational education direct instructional delivery:

102.10.13 Development and implementation of consultative and resource support to direct delivery personnel:

102.10.14 Evaluation of pupil progress:

102.10.15 Contact and feedback to parents:

102.11 What role functions are not being fulfilled adequately?

102.12 What are the priority concerns with respect to the above?

Completed by _____ Date _____

Kent State University

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LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 103: Specially Designed Vocational Education Programs for Handicapped Students

"Vocational education programs must be specially designed if necessary to enable a handicapped student to benefit fully from vocational education.

Handicapped persons have the right to be considered for....the same range of jobs as nonhandicapped persons. Those....unable to succeed in regular vocational programs...must have available specially designed vocational education programs to prepare them for job entry. This does not automatically mean that such students can be prepared only for unskilled occupations." (PDG, p. 4)

See Policy Statement on pages 4 and 5 in the PDG.

103.1 What is the status of your present vocational education program for the handicapped with respect to the following:

103.1.1 Special programs in place:

103.1.2 "Mainstream" programs in place:

103.1.3 Special programs planned:

103.1.4 "Mainstream" programs planned:

103.1.5 Special programs needed:

103.1.6 "Mainstream" programs needed:

Completed by _____ Date _____

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LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 104: Management of Vocational Education Programming for Handicapped Students

"The local educational agency should designate an individual responsible for the conduct of vocational education programing for handicapped students and specify the functions of the position in coordinating and providing services." (PDG, p. 5)

See the Policy Guidelines on Page 5 of the PDG.

104.1 Who, in your school system, is responsible for the management of vocational education programming for the handicapped?

104.2 What are the functions and duties of this (these) individual(s)?

104.3 What are the qualifications, competencies and/or traits which this (these) individual(s) do/should have to perform the above function(s) and duties?

104.4 What needs, if any, follow from the above analysis?

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LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 105: "Each local educational agency should establish working cooperative relationships with the nearest office of the state vocational rehabilitation agency consistent with statewide cooperative agreements. Those relationships should include coordination of individualized education programs for students who need or are expected to need vocational rehabilitation services; consultation in areas affecting vocational development and placement of handicapped students; and procedures for referral of students to vocational rehabilitation agencies." (PDG, p. 5)

See Policy Statement on Page 5 of the PDG.

105.1 What is the status of your cooperative efforts with vocational rehabilitation agencies with respect to:

105.1.1 Coordination of IEP (IWRP) development?

105.1.2 Consultation on vocational development and placement?

105.1.3 Referral proceedings?

105.2 What are the implications of the above in terms of needed program planning, development and implementation efforts?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 106: Cooperation with Other Agencies and Organizations

"The local educational agency should seek to establish cooperative relationships with other agencies and organizations in the community that may be able to provide technical and financial resources to enable handicapped students to receive appropriate vocational education." (PDG, p. 6)

See Policy Guidelines on Page 7 of the PDG.

106.1 What is the status of your school system's cooperation with other community agencies with respect to obtaining technical and financial resources to enable handicapped students to receive appropriate vocational education?

106.2 What are the implications of the above in terms of needed program planning development and implementation efforts?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 107: Administrative Options to Provide Vocational Education to Handicapped Students

"The local educational agency should explore and specify the options available for providing appropriate vocational education programs and/or services for handicapped students." (PDG, p. 7)

See Policy Statement on Page 7 of the PDG.

WHICH OF THE FOLLOWING OPTIONS DOES YOUR SCHOOL SYSTEM USE TO OFFER CAREER AND VOCATIONAL SERVICES TO THE HANDICAPPED?

		Type of Service	What Agency	For What Population(s)
107.1	Direct Services	____	____	____
107.2	Collaborating Agreements	____	____	____
107.3	Agreements for Securing Services from:			
107.3.1	Private schools	____	____	____
107.3.2	Private agencies	____	____	____
107.3.3	Other LEAs	____	____	____
107.3.4	Other publicly funded schools	____	____	____
107.3.5	Other public agencies	____	____	____
107.3.6	Local employers (Coop., OJT)	____	____	____
107.3.7	Other	____	____	____

107.4 What are the implications of the above for needed program planning, development and implementation?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 108: Contracted Services

See Policy Statement and Guidelines on Page 8 of the PDG.

108.1 Describe the status of your school system's policies and procedures with respect to the following aspects of contracting for services:

108.1.1 Determination of need:

108.1.2 Preparation of written agreement:

108.1.3 Responsibility for services:

108.1.4 Other aspects:

108.2 What are the implications of the above analysis for program planning, development and implementation efforts?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 109: Local Advisory Council

"Each local educational agency that receives federal assistance under the Vocational Education Act, as revised by P.L. 94-182, is required to establish a local advisory council on vocational education. The local advisory council may be established for program areas, schools, the community, or the region in which the LEA is located." (PDG, p. 9)

See Policy Statement and Guidelines on Page 8 to 10 of the PDG.

109.1 Describe the compositon of your school system's local advisory council on vocational education.

109.2 What is the status of your school system's policies and procedures with respect to:

109.2.1 Selection and appointment of members:

109.2.2 Duties of the council:

109.2.3 LEA coordination:

109.2.4 Terms of office:

109.2.5 Reporting authority:

109.2.6 Procedural safeguards to insure representation of, and attention to, the handicapped:

109.3 What are the implications of the above analysis for program planning, development and implementation efforts?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE I: Planning and Administration (Part 2)

Policy Area 110: Program Evaluation

"The local educational agency should establish policies for conducting an annual (or more frequent) evaluation of vocational education programing for handicapped students. The purposes of the evaluation are to assess the effectiveness of programs and services and to provice information needed for revisions in order to serve handicapped students more effectively." (PDG, p. 11)

See Policy Statement and Guidelines on Pages 11 and 12 of the PDG.

110.1 Who has primary responsibility for the evaluation of the vocational education programming for the handicapped students in your school system?

110.2 What is the status of your evaluation plan(s) for your vocational programs for the handicapped and other special needs populations with respect to:

110.2.1 Questions to be asked:

110.2.2 Data requirements:

110.2.3 Data collection analysis and report procedures:

110.2.4 Role functions of evaluating personnel:

110.2.5 Success criteria:

110.3 Who is responsible for reporting data to the State for meeting the requirements of PL 94-482 with respect to the state plan and evaluation?

110.4 What relevant source documents are available?

110.5 What procedures are used to inform special education, pupil personnel, and other LEA staff of these data and their implications?

110.6 What efforts are made to elicit relevant data from LEA, special education and pupil personnel staff?

110.7 What efforts are made to coordinate vocational education and special education plans?

110.8 What are the implications of the above analysis for the planning, development and implementation efforts?

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE II: IDENTIFICATION OF STUDENTS AND THEIR VOCATIONAL NEEDS

MODULE II is concerned with the definition, screening, and identification of handicapped and other special needs students and the determination of their vocational education needs.

It includes the following Policy Areas:

200	Definitions of handicapped students
201	Processes for determining handicapped population
202	Publicizing availability of vocational education for handicapped students
203	Notification to out-of-school handicapped youth of availability of vocational education
204	Referrals to vocational education
205	Referral to vocational rehabilitation services

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children (undated)

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE II: Identification of Students and Their Vocational Needs

Policy Area 200: Definitions of Handicapped Students

"The local educational agency should have written definitions concerning which students are eligible for special education and related services.

200.1 Definitions should be adopted that are consistent with state and federal statutes and regulations." (PDG, p. 14)

See Policy Statement and Guidelines in the PDG, Pages 14 to 16.

200.1 Does your school system have definitions, in writing, for the following populations:

200.1.1 The handicapped:

200.1.2 The disadvantaged:

200.1.3 Gifted:

200.1.4 Other special needs populations:

200.2.0 Are these definitions consistent with:

200.2.1 Present State guidelines:

200.2.1.1 Any planned changes in State guidelines:

200.2.2 Federal Guidelines:

200.2.2.1 PL 93-112, Section 504

200.2.2.2 PL 84-482

200.2.2.3 PL 94-142

200.3 Estimate the number (and percentage of age-appropriate ADM) of

EACH POPULATION CATEGORY IN EACH OF THE FOLLOWING PROGRAM CATEGORIES:

	Presently in VOED		Presently in Pre-VOED		Projected Needing Vocational Education: Short Term ___ Yrs?		Projected Needing Vocational Education: Long Term ___ Yrs?		Disabled Not Needing: Special Education		Disabled Not Needing: Vocational Education	
	N	%	N	%	N	%	N	%	N	%	N	%
Special Ed. Handicapped												
Deaf												
Deaf-Blind												
Hard of Hearing												
Mental Retardation												
Mild (EMR)												
Moderate (TRM)												
Severe & Profound												
Orthopedically Impaired												
Other Health Impaired												
Severely Emotional Disturbed												
Learning Disabled												
Speech Impaired												
Visually Impaired												
Blind												
Special Education TOTAL												

Completed by _____ Date _____

200.3 (Continued)

	Presently in VOED		Presently in Pre-VOED		Projected Needing Vocational Education: Short Term ___ Yrs?		Long Term ___ Yrs?		Disabled Not Needing: Special Education		Vocational Education	
	N	%	N	%	N	%	N	%	N	%	N	%
Gifted and Talented	—	—	—	—	—	—	—	—	—	—	—	—
Vocational Education	—	—	—	—	—	—	—	—	—	—	—	—
Special Needs:												
Handicapped	—	—	—	—	—	—	—	—	—	—	—	—
Special Needs	—	—	—	—	—	—	—	—	—	—	—	—
OWA	—	—	—	—	—	—	—	—	—	—	—	—
OWE	—	—	—	—	—	—	—	—	—	—	—	—
Vocational Educ. TOTAL	—	—	—	—	—	—	—	—	—	—	—	—

200.4 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE II: Identification of Students and Their Vocational Needs

Policy Area 201: Process for Determining Handicapped Population

"Procedures should be established to ensure that all handicapped children within the jurisdiction of the local educational agency are identified, located, and evaluated, including children in all public and private agencies and institutions." (PDG, p. 16)

See Policy Guidelines on Pages 16 and 17 of the PDG.

201.1 Does your school system have provisions for all handicapped children within its jurisdiction which provide for:

	Career (job) Awareness			Career (job) Exploration			Career (job) Preparation		
	Programs in Place	Plans in Place	Plans Needed	Programs in Place	Plans in Place	Plans Needed	Programs in Place	Plans in Place	Plans Needed
Screening and Identification of students	—	—	—	—	—	—	—	—	—
Identification of special career educational needs	—	—	—	—	—	—	—	—	—
Vocational assessment for:									
Placement	—	—	—	—	—	—	—	—	—
IEP Development	—	—	—	—	—	—	—	—	—
Re-evaluation	—	—	—	—	—	—	—	—	—

201.2 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE II: Identification of Students and Their Vocational Needs

Policy Area 202: Publicizing Availability of Vocational Education for Handicapped Students

"Procedures should be adopted to ensure that handicapped students, their parents, and education personnel are aware that vocational programs and services are available for all students." (PDG, p. 17)

Policy Area 203: Notification of Out-of-School Handicapped Youth of the Availability of Vocational Education

"Procedures should be established for identifying, locating, and advising out-of-school handicapped youth (above compulsory attendance age) of all vocational education program options available to them in the school system." (PDG, pp 17-18)

See Policy Statements on Pages 17 and 18 of the PDG.

202.1.0 To what extent does your school system use the following procedures to publicize Vocational Education program availability for the handicapped and other special needs?

202.1.0 Distribution of printed materials:

202.1.1 To parents:

202.1.2 Advocacy groups:

202.1.3 Other agencies:

202.2.0 Presentations to meetings of:

202.2.1 Faculty/In-service meetings:

202.2.2 Parents:

202.2.3 Other community groups:

202.3.0 Career Awareness Curriculum:

202.4.0 Periodic use of mass media:

202.5.0 Cooperative relationships with community agencies serving the handicapped:

202.6.0 Coordination with Vocational Rehabilitation agencies:

202.7.0 PL-93-112, Section 504 notification requirements:

202.8.0 What are the implications of the above analysis?

203.1 What procedures exist for identifying out-of-school handicapped youth who are above compulsory attendance age?

203.2 What procedures exist for advising out-of-school handicapped youth of Vocational Education program options available to them?

203.3 What are the implications of the above?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE II: Identification of Students and Their Vocational Needs

Policy Area 204: Referrals to Vocational Education

"Procedures should be adopted for processing referrals of handicapped students for vocational education from any public or private source." (PDG, p. 19)

See Policy Guidelines on Pages 18 and 19 of the PDG.

204.1.0 Who is responsible for receiving and processing referrals?

204.2.0 To Vocational Education:

204.2.1 Within your school system:

204.2.2 Outside your school system:

204.3.0 From Vocational Education:

204.3.1 Within your school system:

204.3.2 Outside your school system: _ _

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE II: Identification of Students and Their Vocational Needs

Policy Area 205: Referral to Vocational Rehabilitation services

"Procedures should be established for referring students to state vocational rehabilitation agencies to determine their eligibility for rehabilitation services.

205.1 All referrals to vocational rehabilitation should be reviewed jointly by the educational and rehabilitation agencies." (PDG, p. 19)

See Policy Guidelines on Pages 18 and 19 of the PDG.

205.1.0 Who is responsible for referrals:

205.1.1 To Vocational Rehabilitation from your school system:

205.1.2 Receiving referrals from your school system:

Agency	Contact Person
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

205.2.0 What is the Status of your school system's policies and procedures for VRA referrals with respect to:

205.2.1 Standardization of:

205.2.1.1 Referral procedures:

205.2.1.2 Referral forms:

205.2.1.3 Other referral aspects:

205.2.2 Referral Eligibility Criteria: (Spec. Education; Vocational Education; Vocational Rehabilitation)

205.2.3 Joint Review of Referral Policies:

205.3.0 Management/Coordination of program:

205.3.1 Implementation procedure:

205.3.2 Follow-up:

205.4 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: VOCATIONAL ASSESSMENT

MODULE III is concerned with all facets of the vocational assessment of the handicapped.

It includes the following Policy Areas:

300	Provision for vocational assessments of handicapped students
301	Components of vocational assessment
302	Options for providing comprehensive vocational assessments
303	Personnel to conduct vocational assessment in a school-based setting
304	Vocational counseling
305	Readiness for assessment
306	Evaluation standards and procedures
307	Review and/or update of medical, psychological, educational, and social assessment data
308	Use of vocational instruments
309	Use of work samples
310	Exploratory vocational course tryouts
311	Observation of work behavior
312	Assessment report

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children (undated)

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 300: Provision for Vocational Assessment

"The educational agency should establish policies for providing a vocational assessment for each handicapped student." (PDG, p. 22)

See Policy Guidelines on Page 22 of the PDG.

300.1 What provisions do your school system have for the vocational assessment of:

300.1.1 Assessment programs in place?

300.1.2 Assessment program plans in place?

300.1.3 Assessment program plans needed?

300.2 What provisions do your school system have for the vocational assessement of handicapped students:

300.2.1 Assessment programs in place?

300.2.2 Assessment program plans in place?

300.2.3 Assessment program plans needed?

300.2.4 What are the implications of the above analysis?

300.3 What is the status of your school system's assessment program with respect to:

300.3.1 Screening for determining readiness for vocational assessment?

300.3.2 Remediation for those not ready for vocational assessment?

300.3.3 Provision of a variety of assessment components?

300.3.4 Provision of appropriate assessment components?

300.3.5 Availability of qualified vocational assessment personnel?

300.4 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 301: Vocational Assessment Components

> "The vocational assessment of each handicapped student should include as many...components as are appropriate for the student." (PDG, p. 22)

See Policy Guidelines on Pages 22 and 23 of the PDG.

301.1 What is the status of your school system's assessment program with respect to:

301.1.1 Review and/or update of medical assessment data?

301.1.2 Review and/or update of psychological assessment data?

301.1.3 Review and/or update of educational assessment data?

301.1.4 Review and/or update of social assessment data?

301.1.5 Use of standardized assessment instrumentation?

301.1.6 Use of locally developed and/or informal assessment procedures?

301.1.7 Use of work samples in assessment?

301.1.8 Direct observation of work behavior?

301.2 What is the status of your school system's assessment program with respect to vocational evaluation in career exploration classes for:

301.2.1 Industrial Arts?

301.2.2 Home Economics?

301.2.3 General Business Courses?

301.2.4 Other?

301.2.5 Individual Counseling?

301.3 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 302: Comprehensive Vocational Assessment Options

> "The local educational agency should provide for vocational assessments of handicapped students by establishing site(s) for school-based vocational assessment or by arranging for assessment with other agencies." (PDG, p. 23)

See Policy Guidelines on Pages 23 and 24 of the PDG.

302.1 Which of the following are used as vocational assessment sites:

302.1.1 Comprehensive high school?

302.1.2 Area vocational center/school?

302.1.3 LEA school for handicapped?

302.1.4 Other agency centers for the handicapped?

302.1.5 Mobile Unit(s)?

302.2 What is the status of your school system's cooperative agreements, if any, with other agencies with respect to the following:

302.2.1 Inter-agency liaison?

302.2.2 Type of assessment services?

302.2.3 Amount of assessment service?

302.2.4 Duration of assessment service?

302.2.5 Responsibility for:

302.2.5.1 Finances?

302.2.5.2 Transportation?

302.2.5.3 Other?

302.3 Who is responsible for the management and/or coordination of the above?

302.4 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 303: Vocational Assessment Personnel

"Sufficient qualified vocational education, special education, and supportive services staff should be provided to conduct and/or assist in the vocational assessment of handicapped students." (PDG, p. 24)

See Policy Statement on Pages 24 and 25 of the PDG.

303.1 Does your school system have sufficient qualified vocational evaluation personnel for the following role functions:

		Not Needed	Needed		
			Yes	No	Don't know
303.1.1	Vocational evaluators/counselors	___	___	___	___
303.1.2	Evaluation aides	___	___	___	___
303.1.3	Occupational therapists	___	___	___	___
303.1.4	Physical therapists	___	___	___	___
303.1.5	Teachers of:				
303.1.5.1	Vocational education	___	___	___	___
303.1.5.2	Special education	___	___	___	___
303.1.5.3	Industrial arts	___	___	___	___
303.1.5.4	Home economics	___	___	___	___
303.1.6	Psychologist	___	___	___	___
303.1.7	Vocational adjustment counselor	___	___	___	___

303.1 (Continued)

		Not Needed	Needed		
			Yes	No	Don't know
303.1.8	Social worker	___	___	___	___
303.1.9	Physician	___	___	___	___
303.1.10	Interpreter for deaf students	___	___	___	___
303.1.11	Reader for blind students	___	___	___	___
303.1.12	Attendant for physically handicapped students	___	___	___	___
303.1.13	Mobility and orientation specialist	___	___	___	___
303.1.14	Vocational resource instructor	___	___	___	___
303.1.15	Rehabilitation counselor	___	___	___	___
303.1.16	Other: (Identify)	___	___	___	___

303.2 What are the implications of the above?

Completed by _____ Date _____

302.2 What is the status of your school system's cooperative agreements, if any, with other agencies with respect to the following:

302.2.1 Inter-agency liaison?

302.2.2 Type of assessment services?

302.2.3 Amount of assessment service?

302.2.4 Duration of assessment service?

302.2.5 Responsibility for:

302.2.5.1 Finances?

302.2.5.2 Transportation?

302.2.5.3 Other?

302.2 What is the status of your school system's cooperative agreements, if any, with other agencies with respect to the following:

302.2.1 Inter-agency liaison?

302.2.2 Type of assessment services?

302.2.3 Amount of assessment service?

302.2.4 Duration of assessment service?

302.2.5 Responsibility for:

302.2.5.1 Finances?

302.2.5.2 Transportation?

302.2.5.3 Other?

303.1 (Continued)

		Not Needed	Needed		
			Yes	No	Don't know
303.1.8	Social worker	___	___	___	___
303.1.9	Physician	___	___	___	___
303.1.10	Interpreter for deaf students	___	___	___	___
303.1.11	Reader for blind students	___	___	___	___
303.1.12	Attendant for physically handicapped students	___	___	___	___
303.1.13	Mobility and orientation specialist	___	___	___	___
303.1.14	Vocational resource instructor	___	___	___	___
303.1.15	Rehabilitation counselor	___	___	___	___
303.1.16	Other: (Identify)	___	___	___	___

303.2 What are the implications of the above?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 304: Vocational Counseling

> "The local educational agency should establish policies for providing vocational counseling services for handicapped students as part of vocational assessment." (PDG, p. 25)

See Policy Guidelines on Page 25 of the PDG.

304.1 What is the status of your school system's vocational counseling program, policies, and procedures with respect to the systematic:

304.1.1 Assessment of student vocational interests and goals?

304.1.2 Collection of background/biographical data?

304.1.3 Determination of readiness for assessment?

304.1.4 Development of assessment plans?

304.1.5 Follow-up counseling?

304.2 What are the implications of the above?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 305: Readiness for Assessment

"The local educational agency should establish policies to provide services to handicapped students to develop readiness for vocational assessment." (PDG, p. 26)

See Policy Guidelines on Page 26 of the PDG.

305.1 What is the status of your school system's policies and procedures with respect to the following:

305.1.1 Screening for readiness for assessment?

305.1.2 Establishment of criteria?

305.1.3 Development of procedures?

305.1.4 Provision for pretraining and practice?

305.1.5 Remediation of deficiencies?

305.1.6 Re-assessment, when appropriate?

305.2 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 306: Evaluation Standards and Procedures

"The local educational agency should establish standards and procedures for evaluating handicapped students for vocational education...." (PDG, p. 26)

See Policy Guidelines on Pages 26 and 27 of PDG.

306.1 What is the status of your school system's evaluation standards and procedures with respect to the following:

306.1.1 Protection against racial/cultural discrimination?

306.1.2 Protection against sex discrimination?

306.1.3 Protection against discrimination against specific handicapping conditions (sensory, motor, linguistic, etc.)?

306.1.4 Protection against other forms of discrimination?

306.2 Have the tests and evaluation procedures been validated for the specific use(s) to which they are addressed in your school system?

306.3 Are your school system's assessment procedures implemented by trained, competent personnel in a manner consonant with producer instructions and/or conventional practice?

306.4 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 307: Review and/or Update of Clinical Assessment Data.

"Existing records maintained for each handicapped student should be reviewed to obtain information that contributes to vocational assessment." (PDG, p. 27)

See Policy Guidelines on Pages 27 and 28 of the PDG.

307.1 What is the status of your school system's policies and procedures with respect to the specification of needed information and identification of sources for extant and needed information in the following areas:

307.1.1 Medical data?

307.1.2 Psychological data?

307.1.3 Educational/academic achievement and progress?

307.1.4 Social and behavioral assessment?

307.2 What safeguards are employed to insure confidentiality of data?

307.3 Who is responsible for managing/coordinating the above efforts?

307.4 What are the implications of the above analysis?

Completed _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 308: Use of Vocational Assessment Instruments

"Local guidelines should be established governing the use various types of vocational instruments designed to assess career interests and values, manual dexterity, motor coordination, and levels of functioning." (PDG, p. 28)

See Policy Guidelines on Page 28 of the PDG.

308.1 What evidence does your school have that the vocational assessment instruments used are valid and reliable for the intended purposes(s)?

308.2 Who is responsible for insuring that appropriate, reliable and valid assessment procedures are used?

308.3 What standardized instruments are generally used in vocational assessment by your school system?

308.4 What alternatives to standardized instruments are used by your school system?

308.5 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 309: Use of Work Samples

> "Local guidelines should be established to govern the use of work samples to assess a handicapped student's work potential. Guidelines should cover selection, acquisition, and administration of work samples." (PDG, p. 29)

See Policy Guidelines on Pages 29 and 30 and the descriptions of the work evaluation systems on Pages 79, 80 and 81 of the PDG.

309.1 What is the status of your school system's plans, policies, and procedures with respect to the use of work samples?

309.2 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 310: Exploratory Vocational Course Tryouts

"Guidelines should be established for placing handicapped students in selected vocational training areas for hands-on tryouts to assist in assessing interest and aptitude for different programs." (PDG, p. 30)

See Policy Guidelines on Pages 30 and 31 of the PDG.

310.1 To what extent does your school system use the following alternatives in providing for vocational course tryouts?

310.1.1 Placement in regular vocational education courses:

310.1.2 Placement in regular courses with small group instruction or other support mechanism(s) (tutoring, resource personnel, etc.):

310.1.3 Special courses for the handicapped:

310.1.4 Individualized programmed instruction?

310.1.5 Peer training:

310.1.6 Other

310.2 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 311: Observation of Work Behavior

"Vocational assessment of handicapped students should include the observation of work behavior during the vocational assessment period and real or simulated work experience situation.

311.1 Program staff should identify specific behaviors to be observed and decide on the type of instrument to be used to record such behaviors." (PDG, p. 31)

See Policy Guidelines on Page 31 of the PDG.

311.1 What is the status of your school system's use of systematic procedures for the observation of student work behavior during:

311.1 Job exploration activities?

311.1.2 Vocational assessment periods?

311.1.3 Work experience activities?

311.2 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Area 312: Assessment report

> "After a student's vocational assessment is completed, the vocational evaluator/counselor should prepare a report that reflects the state of the student's vocational aptitudes, interests, assets, limitations, and special needs for vocational placement." (PDG, pp 31-32)

See Policy Statement on Pages 31 and 32 of the PDG.

312.1 Does your school system's assessment reports include the following components?

		Yes	No	Don't Know
312.1.1	Information on readiness skills	___	___	___
312.1.2	Behavioral/aptitude information	___	___	___
312.1.3	Results sections, including:			
312.1.3.1	Test results	___	___	___
312.1.3.2	Work sample results	___	___	___
312.1.3.3	Prevocational production records	___	___	___
312.1.3.4	Exploratory course try-outs	___	___	___
312.1.4	Specific problem areas	___	___	___
312.1.5	List of strengths	___	___	___
312.1.6	Potential for:			
312.1.6.1	Training	___	___	___
312.1.6.2	Placement	___	___	___

		Yes	No	Don't Know
312.1.7	List of supportive services needed (medical, psychological, social, academic)	___	___	___
312.1.8	Needed modifications of equipment and facilities	___	___	___
312.1.9	Recommendations for:			
312.1.9.1	Follow-up	___	___	___
312.1.9.2	Training	___	___	___
312.1.9.3	Placement	___	___	___
312.1.10	Other	___	___	___

312.2 Are standardized forms available?

312.3 Who prepares the assessment reports?

312.4 What are the implications of the above analysis of the use of assessment reports in your school systems?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE III: Vocational Assessment

Policy Areas 300 - 312: What are your school system's priority needs with respect to vocational assessment?

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IV: INDIVIDUALIZED VOCATIONAL EDUCATION PROGRAMS

Module IV is concerned with the following aspects of the IEP for vocational programs for the handicapped: LEA responsibilities: planning for, and contents of, the vocational plan.

It includes the following Policy Areas:

400	Local Educational Agency responsibility for Individualized Education Program
401	Planning for the student's Individualized Education Program
402	Participants in the meeting to develop the student's Individualized Education Program
403	Content of Individualized Education Program

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children (undated)

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IV: Individualized Vocational Education Programs

Policy Area 400: LEA responsibility for IEP

"Each local educational agency shall insure that an individualized education program (IEP) is provided for each handicapped student who is receiving or will receive special education....(P.L. 94-142).

400.1 Each (LEA) shall develop or revise,.... an IEP for every handicapped student at the beginning of the school year and review.... not less than annually.

400.2 Each (LEA) is responsible for initiating and conducting meetings for developing, reviewing, and revising a student's individualized education program." (PDG, p. 34)

See Policy Statements and Guidelines on Pages 34 and 35 of the PDG.

400.1 What is the status of your school system's policies and procedures with respect to:

400.1.1 Special education responsibilities for IEP development and revision?

400.1.2 Vocational education responsibilites for IEP development, implementation, monitoring, and revision? _

400.2 What are the implications of the above analysis in the light of the Guidelines?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IV: Individualized Vocational Education Program

Policy Area 401: Planning a student's IEP

> "Prior to the actual meeting to write the student's individualized education program, all professional staff members who may be involved in developing the IEP should be given an opportunity to review the student's situation. This gives professionals a chance to share information, reach some consensus as to the student's functioning level, and consider recommendations for an adequate program for the student. (PDG, p. 35)
>
> POLICY DEVELOPMENT GUIDELINES
>
> Special education is responsible for ensuring that staff members exchange information and obtain data necessary for the conduct of the formal meeting with parents. Advance planning should contribute to more effective and efficient decision making when the IEP meeting is held." (PDG, p. 35)

401.1 What is the status of your school system's policies and procedures with respect to planning for the IEP conference?

401.2 What are the implications of the above in light of the Guideline?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IV: Individualized Vocational Education Programs

Policy Area 402: Participants in IEP development conference

> "The local educational agency should develop policies to ensure that the individuals required by law and other appropriate individuals participate in the meeting to develop the handicapped student's individualized education program." (PDG, p. 35)

See Policy Guidelines on Pages, 35, 36 and 37 of the PDG.

402.1 What is the status of your school system's policies and procedures with respect to who participates in the IEP development conference?

402.2 What are the implications of the above in light of the Guideline?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IV: Individualized Vocational Education Program

Policy Area 403: Content of the IEP.

"A written program should be developed that indicates the degree to which the student will be able to participate in regular vocational education and the specially designed vocational education that will be provided." (PDG, p. 37)

See Policy Statement and Guidelines on Pages 37 and 38 of the PDG.

403.1 What is the status of your school system's policies and procedures with respect to the content of the IEP?

403.2 What are the implications of the above in light of the Guidelines?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IV: Individualized Vocational Education Programs

Policy Areas 400 - 403.1: Who is responsible for coordination and management of individualized vocational education plans?

400 - 403.2: How do IEP development policies and procedures associated with vocational education for the handicapped compare with your school system's procedures for other special education services and activities?

400 - 403.3: What are your school system's priority needs in terms of the development and implementation of individualized vocational education plans?

Completed by 13 Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: PROGRAM PLANNING

MODULE V is concerned with plans, policies and procedures related to placement in a least restrictive appropriate environment, insurance against discrimination and provisions for any needed changes in the IEP or in placement.

It includes the following Policy Areas:

500	Requirements for making the vocational education placement decision
501	Placement in the least restrictive environment
502	Availability of various alternative placements
503	Review of eligibility requirements for regular vocational education programs
504	Admission to regular vocational education programs
505	Periodic review of program placement
506	Changes in the handicapped student's IEP and program placement.

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children (undated)

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: Program Planning

Policy Area 500: Vocational education placement decision requirement

"The decision to place a handicapped student in a particular vocational education program must be based on the provisions of the individualized education developed for that student.

500.1 The vocational education placement must be determined at least once a year.

500.2 The placement must be made as close as possible to the student's home (P.L. 93-112, Section 504)." (PDG, p. 40)

See Policy Guidelines on Page 40 of the PDG.

500.1 What program placement options does your school system have for:

500.1.1 Non-handicapped students?

500.1.2 Handicapped?

500.2 What is the status of your school system's criteria for differential placement?

500.3 What is the status of your school system's plans, policies and procedures with respect to:

500.3.1 Initial placement?

500.3.2 Re-evaluation of the placement decision?

500.4 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: Program Planning

Policy Area 501: Placement in the least restrictive environment

> "Each local educational agency should establish procedures to ensure that each handicapped student's vocational education placement is in the least restrictive environment...(in accordance with PL 94-142; PL 94-482, and Section 504 of PL 93-112)" (PDG, p. 39-40)

See Policy Guidelines on Pages 40 and 41 of the PDG.

501.1 What is the status of your school system's policies and procedures with respect to placement in a least restrictive environment for:

501.1.1 "Regular" vocational education programs?

501.1.2 Placement on job sites?

501.1.3 Other placement options?

501.2 What is the status of your school system's policies and procedures with respect to demonstrating the appropriateness of individual placement recommendations?

501.3 What is your opinion of the vulnerability of your placement policies and procedures with respect to individual and/or class action suit?

501.4 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: Program Planning

Policy Area 502: Availability of various alternative placements

> "To ensure that each handicapped student receives vocational education appropriate to his or her needs in the least restrictive environment, the local educational agency must make a variety of alternative placements available." (PDG, p. 41)

See Policy Guidelines on Pages 41 and 42 of the PDG.

502.1 Does your school system have a full continuum of vocational education placement options?

502.2. Describe the options available:

502.2.1 Placement in regular vocational classrooms:

502.2.2 Direct service from itinerant specialists:

502.2.3 Resource room assistance:

502.2.4 Self-contained classroom(s) in regular vocational education facilities:

502.2.5 Self-contained classroom(s) in special education facilities:

502.2.6 Vocational education consultation to special education teachers/coordinators:

502.2.7 Cooperative placements on job sites:

502.2.8 Sheltered workshops:

502.2.9 Work activities center:

502.2.10 Other: (Specify)

502.3 Describe the options needed to create a full continuum of service?

502.4 What other considerations are relevant to your school system's selection, planning, and implementation of other program placement options?

502.5 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: Program Planning

Policy Area 503: Review of eligibility requirements for regular vocational education programs

"Requirements for eligibility for placement in regular vocational education programs should be reviewed to make certain they do not discriminate against handicapped students. Standard policies and procedures should be developed concerning elibibility for placement." (PDG, p. 43)

See Policy Guidelines on Page 43 of the PDG.

503.1 What is the status of your school system's review of regular vocational education program eligibility requirements with respect to the:

503.1.1 Relevance of requirements for success:

503.1.1.1 In completing training program?

503.1.1.2 In job placement and progress?

503.1.2 Possibility of substitute experiences?

503.1.3 Comparability of requirements for handicapped and non-handicapped?

503.1.4 Salience of handicapping conditions to the eligibility requirements?

503.1.5 Possible modification of requirements?

503.1.6 Possibility of pretraining to meet eligibility requirements?

503.2 What are the implications of the above analysis?

503.3 Who is responsible for review of the above policies?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: Program Planning

Policy Area 504: Admission to regular vocational education programs

"Local educational agency policy should ensure that elibible students have equal access along with non-handicapped students for admission to regular vocational education programs." (PDG, p. 43)

See Policy Guidelines on Pages 43 and 44 of the PDG.

504.1 What is the status of your school system's compliance with equal access guidelines for admission of handicapped students to regular vocational education programs?

504.2 Who is responsible for determining equal access policies and procedures?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: Program Planning

Policy Area 505: Periodic review of program placement

"Each handicapped student's progress in conformity with his or her individualized education program should be monitored and reviewed periodically to assess the ability of the placement to meet individual needs...."
(PDG, p. 44)

See Policy Statements and Guidelines on Pages 44 and 45 of the PDG.

505.1 What is the status of policies and procedures for periodic review of appropriate placement (in view of the student's IEP) regarding the following criteria and careers:

505.1.1 General progress:

505.1.2 Staff concerns:

505.1.3 Achievement of short term objectives:

505.1.4 Need for appropriate changes with respect to student needs:

505.1.5 Re-evaluation for readiness for placement in a less restrictive environment:

505.1.6 Other possible alternative vocational education placement:

505.1.7 Class attendance record:

505.1.8 Parent satisfaction:

505.1.9 Student satisfaction:

505.1.10 Student's functional performance (with reference to task analysis of vocational skills)

505.1.11 Other:

505.2 How frequently are placement decisions reviewed?

505.3 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE V: Program Planning

Policy Area 506: Provision for IEP and/or placement change

> "Any changes in a student's vocational education program after the initial placement require the convening of a meeting to revise the student's individualized education program." (PDG, p. 45)

See Policy Statement and Guidelines on Page 45 of the PDG.

506.1 What is the status of your school system's plans, policies, and procedures with respect to allowance for changes in the IEP and/or placement given the following considerations:

506.1.1 Need for modification?

506.1.2 Change in occupational goals?

506.1.3 Student dissatisfaction?

506.1.4 Parent dissatisfaction?

506.1.5 Inadequate functional performance rating?

506.1.6 Readiness for least restrictive environment?

506.1.7 Availability of a more appropriate placement?

506.1.8 Other?

506.2 Who is responsible for such policies?

506.3 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: SERVICE DELIVERY

MODULE VI is concerned with vocational education program service delivery to the handicapped for regular (mainstream) and special programs and related supportive services that do, could do, or should serve special needs' students.

It includes the following Policy Areas:

600	Coordination of services delivered by vocational education, special education, and vocational rehabilitation
601	Vocational education program alternatives
602	Career education and prevocational activities
603	Handicapped students in regular vocational education programs
604	Special vocational education programs
605	Provision of supportive (related) services
606	Modifications to assist handicapped students in vocational education
607	Work experience programs
608	Sheltered pre-employment services
609	Credits toward graduation
610	Travel training for transportation to jobs on completion of vocational training
611	Job placement and followup services

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children

LEA Inventory of Programs and Policies for the Vocational Education of Handicapped Students

MODULE VI: SERVICE DELIVERY

Policy Area 600: Coordination of vocational rehabilitation and vocational and special education services.

"Local educational agencies should make every effort to ensure that services of the educational agency are coordinated with services of the rehabilitation agency to provide appropriate vocational education for handicapped students." (PDG, p. 47)

See Policy Guidelines on Pages 47 to 49 in the PDG.

600.1 What is the status of your school system's coordination of services among special education and vocational rehabilitation regarding the following:

		Supplied by:	Supplied To: Agency	Supplied To: Target Population
600.1.1	Career awareness activities			
600.1.2	Career exploration activities			
600.1.3	Prevocational activities			
600.1.4	Academic skill development activities			
600.1.5	Auxiliary Aids (readers, interpreters, etc.)			

		Supplied by:	Supplied To: Agency	Supplied To: Target Population
600.1.6	Job seeking and getting skill development activities			
600.1.7	Job holding skill development activities			
600.1.8	Staff development activities			
600.1.9	Evaluation of rehabilitation potential			
600.1.10	Counseling and guidance			
600.1.11	Physical restoration service			

		Supplied by:	Supplied To: Agency	Supplied To: Target Population
600.1.12	Mental restoration services			
600.1.13	Vocational Rehabilitation training			
600.1.14	Vocational Rehabilitation training support			
600.1.14.1	Transportation services			
600.1.14.2	Family support services			
600.1.14.3	Sensory aids			

		Supplied by:	Supplied To: Agency	Supplied To: Target Population
600.1.14.4	Other technological aids			
600.1.15	Staff recruitment and training services			
600.1.16	Employment tools and supplies			
600.1.17	Job preparation training			

		Supplied by:	Supplied To: Agency	Supplied To: Target Population
600.1.17	Job preparation training (Contd)			
600.1.18	Industrial arts education			
				1
				1

		Supplied by:	Supplied To: Agency	Target Population
600.1.19	Consumer education			
600.1.20	Homemaking education			

		Supplied by:	Supplied To: Agency	Supplied To: Target Population
600.1.21	Cooperative Vocational Education			
600.1.22	Job placement services			
600.1.23	Post employment follow-up services			

		Supplied by:	Supplied To: Agency	Supplied To: Target Population
600.1.24	Curriculum Modifications and development			
600.1.24.1	For Mainstreaming			
600.1.24.2	Other			

600.2 What are the implications of the above analysis in light of the Guidelines?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 601: Vocational education program alternatives

"In order that all handicapped students receive the appropriate special vocational education as specified by their IEPs, the local educational agency must ensure that regular and special vocational education program options are available.

601.1 Handicapped students must have available the variety of educational programs and services available to nonhandicapped students in vocational education (P.L. 94-142).

601.2 Vocational education programs must be specially designed if necessary to enable a handicapped student to benefit fully from these programs (P.L. 94-142)." (PDG, p. 49)

See Policy Guidelines on Pages 49 and 50 of the PDG.

601.1 What program placement options described in Module V are relevant to vocational education for the handicapped?

601.2 What needs to be done with present vocational education programs to enable the handicapped to participate successfully?

601.3 What specially designed vocational education programs are needed to meet the needs of the handicapped in your school system?

601.4 What related or supportive services are needed to enhance the success of your school system's handicapped in vocational education?

601.5 What options for cooperative programming are open to your school system to enhance the success of vocational education for the handicapped?

601.6 What are the implications of the above analysis?

601.7 Who is responsible for this program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 602: Career education and prevocational activities

"The local educational agency should ensure that handicapped students are provided with career education experiences and prevocational instruction so that they will be prepared to participate in vocational assessment and vocational education." (PDG, p. 50)

See Policy Guidelines on Pages 50 and 51 of the PDG.

602.1 What is the status of your school system's programs and plans with respect to:

602.1.1 Career awareness?

602.1.2 Career exploration?

602.1.3 General work skills training?

602.1.4 Work attitudes and social behavior training?

602.1.5 Independent living skills?

602.1.6 Consumer education?

602.1.7 Job seeking skills?

602.1.8 Prevocational lab experience?

602.1.9 Industrial arts?

602.1.10 Home economics?

602.1.11 Community work stations?

602.1.12 School/campus work stations?

602.1.13 Sheltered industry?

602.2 What are the implications of the above analysis?

602.3 Who is responsible for the above program area?

Completed by _____ Date_____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 603: Handicapped students in regular vocational education programs

"The local educational agency should develop guidelines to facilitate successful participation of handicapped students in regular vocational education programs." (PDG, p. 51)

See Policy Statement and Guidelines on Page 51 of the PDG.

603.1 What is the status of your school system's plans, policies and procedures with respect to the following aspects of serving the handicapped in regular vocational education programs?

603.1.1 Appropriate pretraining experiences?

603.1.2 Supportive/related services?

603.1.3 In-service training of regular VoEd teachers to work with the handicapped?

603.1.4 In-service training of VoEd administrators and supervisors to work with the handicapped?

603.1.5 In-service training of special education personnel to deal with alternative role functions?

603.1.6 In-service training of VoEd personnel to offer consultation to special education career education personnel?

603.1.7 Modifications of schedule, curriculum, equipment and facilities to assist individual students?

603.1.8 Coordination of special education, vocational education and supportive personnel staff efforts?

603.1.9 Study of competency approach and grading practices?

603.2 What are the action implications of the above?

603.3 Who is responsible for supervision of the above activities?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 604 Special vocational education programs.

> "Special vocational education programs should be provided for handicapped students who cannot achieve satisfactorily in regular vocational education programs with special educational assistance." (PDG, p. 52)

See Policy Statement and Guidelines on Page 52 of the PDG.

604.1 What is the status of your school system's plans, policies, procedures and programs with respect to the following aspects of special vocational education programs:

604.1.1 Determination of course offerings?

604.1.2 Guidelines for site location and equipment selection?

604.1.3 Determination of staffing needs?

604.1.4 Determination of scheduling needs?

604.1.5 Development of curricula?

604.1.6 Development of student placement criteria?

604.2 What are the implications of the above analysis?

604.3 Who is responsible for this program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 605: Provision of supportive (related) services

> "The local education agency should ensure that appropriate supportive (related) services are provided to help handicapped students benefit from vocational education." (PDG, p. 52)

See Policy Guidelines on Pages 52, 53, and 54 of the PDG.

605.1 What is the status of your school system's related/supportive services plans and programs with respect to support of vocational education for the handicapped?

605.2 What are the implications of the above?

605.3 Who is responsible for this program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 606: Modifications to assist handicapped students in vocational education

"Local educational agency policies should include making modifications as needed in scheduling, curriculum, equipment, and facilities to enable handicapped students to participate successfully in vocational education programs. (PDG, p. 54)

See Policy Guidelines on Pages 54 and 55 of the PDG.

606.1 What is the status of your school system's efforts to modify vocational education programs with respect to the following:

606.1.1 Scheduling modifications?

606.1.2 Curriculum modifications?

606.1.3 Equipment/facilities modifications?

606.1.4 Other modifications?

606.2 What are the implications of the above analysis?

606.3 Who is responsible for this program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 607: Work experience programs

"Work experience programs that provide handicapped students with direct participation in the world of work as an educational experience should be available as a vocational alternative. The local educational agency should establish guidelines for operating work experience programs which reflect local needs and are consistent with state and federal statutes." (PDG, p. 55)

See policy Guidelines on Pages 55, 56, and 57 of the PDG.

607.1 What is the status of your school system's work experience programs for the handicapped and other special needs programs in light of the Guidelines?

607.2 What are the implications of the above?

607.3 Who is responsible for this program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 608: Sheltered pre-employment services

> "Cooperative relationships should be established with sheltered pre-employment facilities to provide work adjustment and/or training for those students whose individualized education programs indicate that such services are needed." (PDG, p. 57)

See Policy Guidelines on Pages 57 and 58 of the PDG.

608.1 What is the status of your school system's means for supplying sheltered pre-employment services?

608.2 What are the implications of the above?

608.3 Who is responsible for this program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 609: Credits toward graduation

> "Policies should be established concerning credits that will be granted for various types of special vocational education programs and the type(s) of diploma or certificate a handicapped student is eligible to obtain." (PDG, p. 58)

See Policy Guidelines on Page 58 of the PDG.

609.1 What is the status of your school system's policies and procedures relative to the award of credits, diplomas and certificates to the following:

609.1.1 To the handicapped?

609.1.2 To the non-handicapped in vocational education?

609.2 What are the implications of the above?

609.3 Who is responsible for this program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 610: Travel training to jobs

> "Program staff should address the need for travel training which is offered concurrently with vocational training to prepare handicapped students to travel independently." (PDG, p. 58)

See Policy Guidelines on Pages 58 and 59 of the PDG.

610.1 What is the status of your school system's transportation and travel training plans and procedures for the handicapped for the following:

610.1.1 During the vocational training period?

610.1.2 After completing vocational training and/or after job placement?

610.2 What are the implications of the above?

610.3 Who is responsible for this program area?

Completed by _____ Date_____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VI: Service Delivery

Policy Area 611: Job placement and follow-up services

"Job placement and follow-up services should be established to help handicapped students secure and maintain job placements in settings that are suitable for their abilities and interests." (PDG, p. 59)

See Policy Guidelines on Pages 59 and 60 of the PDG.

611.1 What is the status of your school system's plans, policies, and programs with respect to job placement and follow-up services for the following:

611.1.1 Services designed for the non-handicapped?

611.1.2 Additional services for the handicapped and other special needs students?

611.2 What are the implications of the analysis?

611.3 Who is responsible for the above program area?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VII: FACILITIES AND EQUIPMENT

MODULE VII is concerned with compliance with Section 504 program accessibility requirements, safety standards and the availability of adaptive devices and special equipment.

It includes the following Policy Areas:

700 Exclusion of Handicapped Students Because of Inaccessible Facilities Prohibited

701 Accessibility of New Construction

702 Safety Standards

703 Adaptive Devices and Special Equipment

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VII: Facilities and Equipment

Policy Area 700: Exclusion of Handicapped Students from Vocational Programs Because of Inaccessible Facilities

"Local guidelines should be established to ensure that handicapped students are not excluded from participation in an appropriate vocational education program because existing facilities are inaccessible to or unusable by handicapped students.

700.1 Each program or activity shall operate so that when viewed in its entirety, it is readily accessible to handicapped persons (P.L. 93-112, Section 504)." (PDG, p. 62)

See Policy Statement on Page 62 of the PDG.

700.1 What is the status of your school system's vocational program compliance with Section 504 program accessibility requirements with respect to:

700.1.1 Identification of physical obstacles that limit accessibility:

700.1.2 Detailed description of methods to be used to make facilities accessible (redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to students, alteration of existing facilities or construction of new accessible facilities, collaboration with other LEAs, etc.)?

700.1.3 Yearly specification of steps necessary to achieve full program accessibility by June 3, 1980?

700.1.4 Development and implementation of the Transition Plan?

700.1.5 Appointment of a person responsible for implementing the Transition Plan?

700.1.6 Appointment of a person responsible for self-evaluation of vocational facilities and equipment?

700.1.7 Dissemination of applicable program accessibility and criteria to faculty?

700.1.8 Dissemination of program accessible information to faculty, students and interested parties?

700.2 What are the implications of the above analysis of vocational facilities and equipment?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VII: Facilities and Equipment

Policy Area 701: Accessibility of New Construction

"New construction must be designed and constructed so that the facility is readily accessible to and usable by handicapped persons. Alterations to existing facilities also are required to be accessible to and usable by handicapped persons to the maximum extent feasible." (PDG, pp. 62 and 63)

Policy Area 702: Safety Standards

"Local guidelines should be established to ensure that all facilities conform to the minimum safety standards as required by health, fire, and safety regulations." (PDG, p. 63)

See Policy Guidelines on Pages 62 and 63 of the PDG.

701.1 With respect to planning new vocational program laboratories, or remodeling existing structures for vocational program utilization, what planning information is necessary for designing, constructing, or altering facilities in conformance with the American National Standards. Specifications for Making Building and Facilities Accessible to and Usable by the Physically Handicapped. (American National Standards Institute, Inc., 1971.)

701.2 Who in your school system is knowledgeable about program accessibility construction and/or remodeling requirements and how can this person's knowledge be utilized to help plan vocational programs construction and/or remodeling?

* * * * *

702.1 With respect to safety, what is the status of your school system's provision for handicapped students relative to the following considerations:

702.1.1 Adequacy and accessibility of toilets?

702.1.2 Adequacy of exterior exits in vocational laboratories?

702.1.3 Accessible, yet separated, storage areas from vocational laboratories and classroom.

702.1.4 Safety adapted work stations and equipment.

702.1.5 Adequate and accessible fire exits.

702.1.6 Easy and accessible routes of travel.

702.1.7 Local and state health, fire and safety regulations.

702.2 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VII: Facilities and Equipment

Policy Area 703: Adaptive Devices and Special Equipment for Handicapped Students Enrolled in Vocational Education

"Provisions should be made to adapt vocational education shop equipment to meet the needs of individual handicapped students." (PDG, p. 64)

See Policy Guidelines on Pages 64 and 65 of the PDG.

703.1 Who in your school system is responsible for determining the need for adaptive devices and special equipment?

703.2/3/4 Estimate how many handicapped students enrolled or to be enrolled in vocational education and pre-vocational education need one or more of the following adaptive devices during each of the following school years:

		This Year	Next Year
703.2.0	Safety devices:		
703.2.1	Guardrails	____	____
703.2.2	Cover plates	____	____
703.2.3	Warning plates for tactile interpretations	____	____
703.2.4	Warning lights	____	____
703.2.5	Warning sounds	____	____
703.2.6	Other	____	____

		This Year	Next Year
703.3.0	Operating devices:		
703.3.1	Hand controls (mono-b, bi-)	____	____
703.3.2	Foot controls	____	____
703.3.3	Hand-foot controls (hemi)	____	____
703.3.4	Lead controls	____	____
703.3.5	Mouth controls	____	____
703.3.6	Other	____	____
703.4.0	Equipment adaptation or equipment purchase:		
703.4.1	Adaptive handles or tools	____	____
703.4.2	Guard plates to direct finger/hand accuracy	____	____
703.4.3	Left-hand scissors	____	____
703.4.4	Pattern guides	____	____
703.4.5	Cutting guides	____	____
703.4.6	Magnifying guides	____	____
703.4.7	Tape recorders	____	____
703.4.8	Other	____	____

703.5 To what extent have existing or proposed adaptive devices been designed in consultation with business and industry resources to avoid undue hardships on employees who must also design adaptive devices for handicapped employees?

703.6 Who is responsible for insuring your school system is in compliance with the above analysis?

703.7 What are the implications of the above analysis?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: PERSONNEL

MODULE VIII concerns personnel involved in the delivery of vocational education for the handicapped. Basically, the questions relate to personnel as a key ingredient within the mix of resources needed to deliver vocational education to handicapped students, the development of existing staff competencies, and expanded consultation between special, vocational and regular educators.

It includes the following Policy Areas:

800 Provision of adequate staff

801 Student/staff ratio

802 Certification of staff

803 Fair employment practices

804 Professional development

805 Inservice training

806 Personnel evaluation

807 Position descriptions

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 800: Vocational Education personnel

"Guidelines should be established to provide for sufficient qualified personnel so that each handicapped student will receive the specially designed vocational instruction and related services specified in her or his individualized education program (IEP)." (PDG, p. 67)

See Policy Guidelines on Page 67 of the PDG.

800.1 What information does your school system need to project the number of future vocational teachers of the handicapped and the competencies they may possess?

800.2 How will the manpower projection information be collected?

800.3 Who will collect the manpower projection information?

800.4 What alternatives may exist for obtaining future manpower?

800.5 What support personnel will be required to deliver "related services"?

800.6 What are the sources for obtaining personnel who will deliver instruction and "related services"?

800.7 What other related considerations are relevant to your school system?

800.8 What are the implications of the above analyses of vocational education personnel for your school system?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 801: Vocational Student/Staff Ratio

"The local educational agency may establish policies concerning the ratio of handicapped students to staff." (PDG, p. 68)

See Policy Guidelines on Page 68 of the PDG.

801.1 What existing vocational program criteria governs the minimum and maximum number of handicapped students who can be enrolled in "mainstream" and LRA vocational programs?

801.2 What existing vocational program criteria governs the minimum and maximum number of handicapped students who can be enrolled in a LRA vocational program?

801.3 What criteria does your school system use for determing the minimum and maximum number of students to be enrolled in "mainstream" vocational programs?

801.4 What criteria must be considered to determine the minimum and maximum number of students to be enrolled in "mainstream" vocational programs?

801.5 What criteria do you use for determining the minimum and maximum number of students to be enrolled in LRA vocational programs?

801.6 What criteria must be considered to determine the minimum and maximum number of students to be enrolled in LRA vocational programs?

801.7 If a quota system is used to assign vocational seats among participating school districts, what criteria should be used to determine handicapped student enrollment within a single "mainstream" vocational program?

801.8 What other related considerations are relevant to your school system?

801.9 What are the implications of the above analyses of vocational education personnel?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 802: Certification of Vocational Staff

"All instructional, supervisory, and administrative personnel in vocational education for handicapped persons should meet minimum professional standards which are established and periodically reviewed and updated by an appropriate state agency." (PDG, p, 68)

See Policy Guidelines on Page 68 of the PDG.

802.1 What state certification standards are applicable to the employment of vocational teachers of the handicapped?

802.2 What is your percept of the competencies vocational teachers of the handicapped should have in addition to state certification standards?

802.3 What competencies should administrators and supervisors have relative to administration and supervision of vocational programs for the handicapped?

802.4 What other related considerations are relevant to your school system?

802.5 What are the implications of the above analyses of certifications of vocational staff?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 803: Fair Employment Practices

> "Local administrators should consider local, state, and federal equal opportunity and affirmative action guidelines when recruiting, selecting, employing, and advancing personnel." (PDG, p. 69)

See Policy Guidelines on Page 69 of the PDG.

803.1 What is the status of your school system's affirmative action plan relative to the employment of minorities, especially the handicapped?

803.2 What is the status of your school system's Sex Equity Action Plan relative to the employment of males and females in non-traditional vocational programs for the handicapped?

803.3 What other related considerations are relevant to your school system?

803.4 What are the implications of the above analyses of fair employment practices?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 804: Professional Development

"The local educational agency should establish policies to encourage staff to maintain and upgrade their professional standards by participating in approved professional development activities. (PDG, p. 69)

See Policy Guidelines on Page 69 of the PDG.

804.1 What is the status of your professional development program for teachers of the handicapped?

804.2 What consideration should be given to the following professional development activities:

804.2.1 In-service training?

804.2.2 College courses?

804.2.3 Conferences or workshops?

804.2.4 Activities of professional organizations?

804.2.5 Visits to other programs both within and outside the district?

804.2.6 Exchange visits by vocational educators and special educators to each others' classrooms?

804.3 Which of the following incentives for professional development are appropriate for your school system, and how could your school system utilize the incentives?

804.3.1 Released time?

804.3.2 Paying all or part of the expenses involved in attending approved conferences?

804.3.3 Providing tuition waivers for college courses?

804.3.4 Arranging for college courses to be taught off campus at local schools?

804.3.5 Giving salary step credit?

804.3.6 Paying for participation in in-service training?

804.3.7 Giving academic credit for in-service training?

804.3.8 Participating in the development and implementation of an in-service program?

804.4 What other related considerations are relevant to your school system?

804.5 What are the implications of the above analysis of professional development?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 805: Inservice Training

"The local educational agency should establish policies to provide an inservice personnel development program for all staff members involved in vocational programing for handicapped...."
(PDG, p. 70)

See Policy Statement and Guidelines on Page 71 of PDG.

805.1 Who is best able to research and organize inservice program for staff involved in job preparation programming for the handicapped?

805.2 Who should determine the vocational programming inservice needs of special educators, vocational educators, special needs teachers, administrators, supervisors, supportive services staff, and parents?

805.3 What resources does your school system have for developing and delivering inservice training of staff personnel involved in job preparation of the handicapped?

805.4 How would you follow-up an inservice training effort to determine the need for additional inservice training?

805.5 How would you prioritize the following groups in order of their need for inservice relative to vocational education for the handicapped? (Rank by number with number one (1) the highest need)

_____ Administrators
_____ Supervisors
_____ Supportive service staff
_____ Special needs educators
_____ Vocational educators
_____ Special educators
_____ Board members
_____ Parents
_____ Other

805.6 What funds could be used for inservice training?

805.7 What other considerations are relevant to your school system?

805.8 What are the implications of the above analyses of inservice training?

Completed by _____ Date _____

Kent State University

Project SAVE

IEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 806: Personnel Evaluation

"Periodic evaluation of vocational education personnel should be conducted by the local educational agency." (PDG, p. 71)

See Policy Guidelines on Pages 71 and 72 of the PDG.

806.1 How does your personnel evaluation form allow for the identification of needed professional growth relative to the education of handicapped students enrolled?

806.2 What other related considerations are relevant to your school system?

806.3 What are the implications of the analysis of personnel evaluations for your school system?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE VIII: Personnel

Policy Area 807: Position Descriptions

See Policy Statement on Page 72 of the PDG.

807.1 How do your school system's position descriptions describe role responsibility inter-relationships between special educators, vocational educators and other educators?

807.2 Given the status of P.L. 94-142, what role inter-relationship responsibilities and duties are needed to be included in position descriptions for special educators, vocational educators and other educators?

807.3 What new role responsibilities and/or duties, if any, should be included in position descriptions?

807.4 What other related considerations are relevant to your school system?

807.5 What are the implications of the above analysis of position descriptions?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IX: FISCAL MANAGEMENT

MODULE IX concerns the utilization of federal and state funds designated for handicapped student instruction and related educational services, the acquisition of such funds, and shared decision making between special, vocational and regular educators in the development of grant applications.

It includes the following Policy Areas:

900 Funds for vocational education programing for handicapped students

901 Fiscal accountability

This Module is keyed to, and designed for use with:

Davis, Sharon and Ward, Michael, Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IX: Fiscal Management

Policy Area 900: Funds for Vocational Education Programming for Handicapped Students

"State and local funds should be provided to meet the basic costs of vocational education for handicapped students. These funds may be supplemented with federal funds, which are available from several souces. The local educational agency should establish procedures to guide the effort to obtain federal funds. ... (PDG, p. 74)

See Policy Statement on Page 74 to 77 of the PDG.

900.1 What criteria are used in your school system to decide whether or not to utilize federal and state funds, other than state unit funds, to develop vocational programs for the handicapped, including inservice, research, and other indirect educational services?

900.2 To what degree do your school system's administrators know what federal and state funds are available for developing job preparatory programs and services for the handicapped?

900.3 Annually, the Ohio State Department of Education, Division of Vocational Education, mails to each school district applications for requesting approval of special needs handicapped student training grants and/or indirect educational services. How does your school system respond to the grants? Do your school system's administrators (special, vocational and general) cooperatively develop grant proposals?

900.4 By what process(es) do your school system's administrators interact with the vocational center or department of vocational education to write special needs proposal grants?

900.5 What needs within vocational education have been identified as appropriate uses of federal flow-through funds for the handicapped?

900.6 How does your school system determine what flow-through funds may be utilized in the vocational center or department of vocational education?

900.7 Has your school system established criteria for decision making related to the vocational center or vocational department utilizing flow-through funds?

900.8 What other related considerations are relevant to your school system?

900.9 What are the implications of the above analyses of funds for vocational education programming for handicapped students?

Completed by _____ Date _____

Kent State University

Project SAVE

LEA Inventory

of Programs and Policies for the

Vocational Education of Handicapped Students

MODULE IX: Fiscal Management

Policy Area 901: Fiscal Accountability

> "Each local educational agency administering vocational education for handicapped students should establish a fiscal accountability system that allows for and indicates cost-effective decision making for educational programing...." (PDG, p. 77)

See Policy Statement on Page 78 of the PDG.

901.1 How well does your school system's accounting procedures meet the mandates of state accounting requirements with respect to accounting for funds utilized for handicapped student instruction and services?

901.2 What other related considerations are relevant to your school system?

901.3 What are the implications, if any, of the above analyses of fiscal accountability?

Completed by_____Date _____